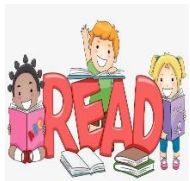




Curriculum Information Sheet – Summer 2 2024-25
Year 1 Classes: Dancing Dolphins & Talented Turtles

ENGLISH

Phonics
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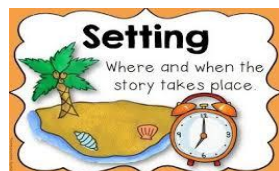
This half term the pupils will be focusing on the following genres in their writing lessons:

Instructional Writing (finish from Summer 1)



Pupils will know the features and layout of instruction writing. They will know how to write a set of instructions for something they have made. Pupils will use imperative verbs to write command sentences and use a numbered list to order steps in their writing.

Setting Descriptions



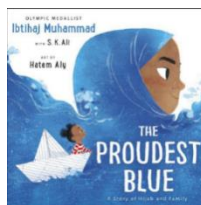
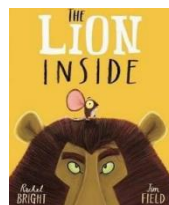
Pupils will know that a setting is the place where the action takes place. Pupils will know the main features of a setting description. They will be able to choose vocabulary to describe a setting and say a sentence aloud before writing it.

Poetry on a Theme (Nature)





Pupils will understand that the theme is the main idea of a poem and that poems can be written on similar themes. They will be able to talk about the language in a poem and write in a similar style to a poem.





Main Key Texts:








Phonics

We will continue focus on reading and spelling the level 5 phonemes as well as moving onto some alternative pronunciations for known phonemes. We will be focusing on more 'pseudo/nonsense/alien' words in preparation for the upcoming Phonics Screening Check. We will continue to teach the reading and writing Common Exception Words.

<p>MATHS</p> 	<p><u>Number: Fractions</u></p> <ul style="list-style-type: none"> Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <p><u>Number: Place to 100</u></p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals. <p><u>Money</u></p> <p>Children will recognise and know the value of different denominations of coins. They will use their knowledge of place value to match coins with equivalent values. For example, ten 1 pence coins is equivalent to one 10 pence coin.</p> <ul style="list-style-type: none"> Recognising coins and notes Counting in coins <p>Children will continue to get opportunities to develop and apply their knowledge and understanding of number concepts and will develop their reasoning and problem-solving skills.</p> <p><u>Time</u></p> <p>Children will begin with using time related vocabulary like before, next, after, days of the week, months of the year. They will then move on to clock times beginning with o'clock and then half past the hour.</p>
<p>SCIENCE</p> 	<p><u>Plants</u></p> <p>This half term, we will be continuing our learning about plants and we will be covering the following objectives:</p> <ul style="list-style-type: none"> Identifying and describing garden plants Identifying and describing wild plants Identifying and describing a range of trees Identifying different parts of a plant Make observations of growing plants Identifying and naming garden and wild plants Naming and knowing different parts of the plants/trees Knowing about deciduous and evergreen trees (linked to seasonal changes) <p><u>Seasons: (Ongoing)</u></p> <ul style="list-style-type: none"> Observe changes across the seasons (Summer) Observe and describe weather associated with the seasons and how day length varies <p><u>Working Scientifically:</u></p> <ul style="list-style-type: none"> Identifying and classifying Gathering and recording data to help answer questions Performing simple tests

<p>TOPIC WORK</p> 	<p><u>History</u> <u>More lives of significant people</u> The children will:</p> <ul style="list-style-type: none"> • Learn about the lives of: Neil Armstrong, Mae Jemison, Bernard Harris Jr and Tim Peake • Learn about what they achieved in their lives and how they inspired others.
<p>ART & DESIGN</p> 	<p><u>Design and Technology</u> Mechanisms - making a moving storybook.</p> <p><u>Pupils will learn how to:</u></p> <ul style="list-style-type: none"> • Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. • Clearly label drawings to show which parts of their design will move and in which direction. • Make a picture, which meets the design criteria, with parts that move purposefully as planned. • Evaluate the main strengths and weaknesses of their design and suggest alterations. <p><u>Key skills</u></p> <ul style="list-style-type: none"> • Explaining how to adapt mechanisms, using bridges or guides to control the movement. • Designing a moving story book for a given audience. • Following a design to create moving models that use levers and sliders. • Testing a finished product, seeing whether it moves as planned and if not, explaining why and how it can be fixed. • Reviewing the success of a product by testing it with its intended audience.
<p>PSHE</p> 	<p><u>Celebrations, Strengths, and Transitions</u> The children will complete their learning on personal safety, what this is and how to respond to adults in different situations. The children will be looking at hazards within the home and the variety of people who are in the community that keep us safe.</p> <p>The children will move onto learning about citizenship, exploring similarities and differences and begin to look at democracy. The children will finish by looking at transitions to help them with their move to Year 2 in September.</p>
<p>MUSIC</p> 	<p>We will be having Harrow Services come to teach Music with our children.</p> <p>They will be teaching (subject to change):</p> <p><u>Musicianship 3</u></p> <ul style="list-style-type: none"> • More complex singing games with wider vocal range • Playing rhythm patterns on percussion • Rhythm patterns - ta, titi, shh, taa, tikatika (aural) • From notation - ta, titi, shh, Solfa - SMLD

<p>COMPUTING</p> 	<p><u>Coding</u></p> <p>The children have begun to learn about making simple codes to make an object move. They will continue to learn how to write codes to make different things happen to different objects. The children will begin to learn to combine start and input events to create more advanced apps and programs using precise instructions. The children will begin to learn how to debug their code if their output is not what they expected.</p>	
<p>HEALTH & WELLBEING</p> 	<p><u>Physical Education</u></p> <p>Games for Understanding</p> <p>The unit of work will develop pupils' ability to apply simple principles of attack vs defence, with a particular focus on creating simple tactics in order to win the game.</p> <p>Pupils will develop their understanding of how, where and why to attack and defend in a game.</p> <p><u>Meditation</u></p> <p>Meditation is practised in the morning and halfway through the day to reflect on learning.</p>	<p><u>Yoga</u></p> <p>Theme: Yoga and Emotions</p> <p>Objective: Explore emotions and learn techniques to promote emotional well-being.</p> <p>Asana: Happy Baby Pose, Rainbow Pose, and Cat-Cow Pose.</p> <p>Pranayama: Butterfly Breath</p> <p>Philosophy: Understanding and embracing different emotions with kindness and compassion.</p> <p>Meditation: Exploring and expressing different emotions through movement and visualisation.</p> <p>PRE Link: Sudama Brahmin story - exploring gratitude and emotions.</p>
<p>SPECIALIST SUBJECTS</p>  	<p><u>Sanskrit</u></p> <p>Reading and writing: Devanagari vowels o and au</p> <p>Topic: Food</p> <p>Bhagwat Gita: 3.43</p>	<p><u>Spanish</u></p> <p>The children will focus on learning the following in Spanish:</p> <ul style="list-style-type: none"> • To name different family members of their family. • To listen to some family members and do actions accordingly. • To read family members and locate them in their own family. • To write family members they can identify in their family.
<p>Philosophy Religion and Ethics</p> 	<p>Theme: Gratitude</p> <p>Why do we say 'thank you'?</p> <p>Love and gratitude are explored using the stories of Sudama and Vamana, and in relationship to family members, friends, and Krishna, especially by exploring and acknowledging all they selflessly do for us.</p> <p>Focus on developing their relationship with Krishna. Considering stories and understanding of how Krishna has given them what they need. Gratitude and the meaning of selfless service to Lord Krishna.</p>	